



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

## **TLSC 300: Professional Learning Communities – Reading Minor**

*Teaching, Learning, and Leading with Schools and Communities*

School of Education, Loyola University Chicago

Academic Year: 2016 – 2017

Sections: 005 and 006

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### **Instructor Information**

Name: Jane M. Hunt, Ed.D.  
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Office hours: Before and after class  
Class location: Cuneo 109

Spring 2017, both Reading Minor PLC sections will meet as one group taught by Dr. Hunt

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### **Session Information**

Spring Semester Dates:

- Monday, April 10<sup>th</sup>, 4:15 – 6:15pm Cuneo 109
- Monday, April 17<sup>th</sup>, 4:15 – 6:15pm Cuneo 109
- Monday, April 24<sup>th</sup>, 4:15 – 6:15pm Cuneo 109

### **Spring Topic: Collaborative Efforts to Teach Literacy: Working with Authors and Librarians**

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**PLEASE NOTE: ATTENDANCE IS MANDATORY FOR ALL THREE PLC SESSIONS EACH SEMESTER IN ORDER TO RECEIVE COURSE CREDIT.** If you have an emergency, please contact your course instructor as soon as possible. [jhunt2@luc.edu](mailto:jhunt2@luc.edu)

### **PLC Session Description**

Professional learning communities (PLCs) serve as the touchstone of teaching and learning in the Teaching, Learning, and Leading with Schools and Communities (TLLSC) teacher preparation program, bringing together teacher candidates within specialty areas to share and co-construct knowledge, skills, and dispositions applied to their classroom contexts. By working in small groups of colleagues and peers, learning is emergent, targeted, and collaborative. Facilitated by faculty members with expertise in the specialty area, the PLCs serve as communities of practice

where candidates come together to (a) share learning from various school- and community-based experiences, (b) synthesize learning through reflection and discussion, and (c) apply learning through completion of sequence summative assessments. In this way, candidates come together to make meaning of the learning in modules and sequences to apply learning within their chosen specialty areas in order to increase their content and pedagogical expertise.

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### **Spring Required Readings – Articles posted on Sakai in PLC 300B**

**There will be several articles and resources posted in Sakai. Reading Teacher Minors are encouraged to do additional research to inquiry based questions that arise during PLC sessions. They are also encouraged to read books by Betsy Bird and Barb Rosenstock.**

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### **Session Goals**

Essential Questions:

- What are pertinent factors of teaching, learning, and leading with schools and communities?
- How does theory connect with your learning and experiences in this sequence?
- How do sequence learning and experiences connect with past learning and experiences?
- How will you use your learning to guide subsequent problem-solving in education?
- What are the connections between your learning and experiences across this sequence and professionalism in service of social justice?
- What goals do you have for future learning in your chosen specialty area to increase your content and pedagogical expertise?

As a part of this experience, candidates will understand that effective educators:

- Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups (EU1).
- Engage and promote reflection and collaboration among teachers, students, administrators, families and communities to improve achievement for all students (EU2).
- Utilize information from theories and related research-based practices when making decisions and taking action in their professional practice (EU10).

As a part of this experience, candidates will:

- Use goals and procedures to guide PLC dialogue and to synthesize and make meaning of the learning and experiences across sequences.
- Engage in collaborative discussion and learning related to teaching, learning, and leading, as well as professionalism in service of social justice.
- Engage in dialog and make connections between sequence learning and experiences with pertinent theories and principles and specialty area teaching and learning.

- Complete the sequence summative assessments for their particular sequence related to the specialty area with individualized support from faculty facilitators.

As a part of this experience, candidates will be assessed on the following dispositions:

- Develop awareness that teaching is a complex practice with inherently political and ethical implications.
- Demonstrate professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.
- Participate in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills.
- Reflect on how one's actions affects others and as a result demonstrate respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy.
- Demonstrate resiliency when confronted with challenges and recognize when the support of colleagues and others is needed.
- Recognize the critical importance and need for teacher leadership in and across classrooms, schools, districts, communities, and in local, national and international educational organizations.

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### **IDEA Objectives:**

#### **IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

As a part of this experience, candidates will:

- Learn to apply course material to improve thinking, problem solving, and decisions.
- Acquire skills in working with others as a member of a team.
- Acquire an interest in learning more by asking questions and seeking answers.

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### **Grading and Assessment**

- **Grading:** This course will be graded on a Pass/Fail basis.
- **Attendance:** PLCs, a 1-credit-hour experience across the academic year, meet only six total sessions – 3 sessions at the end of fall semester, and 3 at the end of spring semester. Because of the limited time of the experience, candidates are expected to attend every session. Attendance is mandatory and failing to be present will result in a grade of No Pass for TLSC 300: Professional Learning Communities.
- **Please see the statement in the LUC TLLSC Student Handbook 2016-2017 for the complete policy statement regarding PLC Unexcused Absences.**

- **Participation:** In addition to the importance of attendance, active participation is central to PLCs. To receive a passing grade, candidates must come ready to actively participate in PLC dialog. This implies having read any assigned readings and completed any assigned tasks determined by the instructor or by the PLC as a whole.
  - **Assessment:** At the close of each semester, following the completion of the PLCs and submission of sequence summative assessments, candidates will reflect upon personal and professional learning during that semester, specifically on Conceptual Framework Standards 1 (synthesizing their learning about teaching, learning, and leading with schools and communities) and 6 (collaborating with peers and making decisions about practice to model professionalism in service of social justice).
  - **During the spring PLC, candidates will earn a pass/fail grade based on attendance, discussion and interaction with other reading minors. Candidates will be expected to have read and to be prepared to discuss any required readings.**
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### **Session Experiences – Calendar with specific dates listed in the section below**

- PLCs, by nature, are flexible and responsive to the evolving needs of the participants. Whereas the introductory session of the academic year will be used to inform candidates about the pertinent PLC structure and relation to the overall TLLSC program, ongoing sessions are flexible based on candidates' needs.
  - Within the larger PLC section, candidates will engage in *Teacher Candidate Inquiry Groups* (TCIGs). These smaller groups will be organized by program area (e.g., bilingual/bicultural, elementary) and interest and will span program years and developmental stages in teacher development (e.g., freshman, sophomore).
  - Whereas each session will open and close with whole-group dialog and learning in the PLC, the TCIGs will serve as the primary locale for candidates to set goals for learning, ask questions about their practice, seek out resources to mediate discussion, and work through problems and solutions together. The instructor will participate and facilitate these TCIG discussions, but they are meant to be emergent from candidates' interests, questions, and ideas as they apply learning from the semester to areas of expertise.
  - In addition to whole-group PLC and small-group TCIG dialog, each TLSC 300 session will close with sequence-based small groups to support one another in working on the summative assessments for the specific sequences.
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## **School of Education Policies and Information**

### **Conceptual Framework: Social Action through Education**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of

ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. Specifically, PLCs bring together teacher candidates to have them make meaning of their learning and experiences [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/) in schools, as well as apply that learning to future practice and behaviors in teaching practice.

### **Technology**

Whereas PLCs focus on the in-person dialogue and collaborative learning, technology will be integrated in various forms to mediate and support the professional development of teacher candidates, including but not limited to: (1) video clips of PLCs and/or classroom practice, (2) video or audio clips of teacher candidates working in classrooms, (3) online blogs, articles, and other information, and (4) Web 2.0 collaborative technologies (Adobe connect, Google sites). There are no required core assessments in this course that require work to be submitted via Live Text.

### **Diversity**

PLCs provide candidates with the opportunity to engage in collaboration with a community of learners – discussing and making meaning of all learning and experiences in schools and communities. Additionally, teacher candidates will engage in reflection and response in relation to professionalism in service of social justice. With this in mind, teacher candidates will consistently engage in dialogue around the diverse students (including those with special education needs and those who are English language learners), classrooms, schools, families, and communities with which they engaged in the prior sequence, as well as connect and reflect upon those experiences in relation to their own professional practice as a future urban teacher.

## **University Policies and Information**

### **Syllabus Addendum Link**

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This is a link to university policies and information that includes the following: Academic Honest, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, & Electronic Communication Policies and Guidelines.

### **Dispositions:**

Each sequence and module in the Teaching and Learning with Schools and Communities Program (TLSC) focuses on several professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth. The specific disposition or dispositions for each module are listed on this syllabus under module in which they are

emphasized and assessed. Please consult Live Text [www.livetext.com](http://www.livetext.com) for access to the complete set of rubrics and statements for each module.

Candidates in all modules will be assessed on the following deposition as well:

D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

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**Tentative Schedule for TLSC 300 B**  
**4:15 – 6:15 p.m.**

Session	Spring Date	Agenda Overview: Topic TBD
4	April 10 <sup>th</sup>	<ul style="list-style-type: none"><li>• Introduction to Spring PLC Topic</li><li>• Review of books by Bird and Rosenstock</li><li>• Group discussions of articles (on Sakai)</li><li>• Brainstorming of inquiry questions</li></ul>
5	April 17 <sup>th</sup>	<ul style="list-style-type: none"><li>• Class Visit: Betsy Bird, Author, Blogger and Evanston Public Library Collections Librarian</li><li>• Fuse #8 <a href="http://blogs.sj.com/afuse8production/">http://blogs.sj.com/afuse8production/</a></li><li>• <a href="http://www.chicagotribune.com/lifestyles/books/ct-prj-betsy-bird-ewanston-library-20150820-story.html">http://www.chicagotribune.com/lifestyles/books/ct-prj-betsy-bird-ewanston-library-20150820-story.html</a></li></ul>
6	April 24 <sup>th</sup>	<ul style="list-style-type: none"><li>• Class Visit: Barb Rosenstock, Award Winning Author, Illinois Reads Author, and Loyola University Chicago Alum</li><li>• <a href="http://barbrosenstock.com/">http://barbrosenstock.com/</a></li></ul>